DOCUMENT RESUME

ED 127 288 SP 010 324

AUTHOR Hanson, David J.
TITLE Dogmatism, Authoritarianism, and Education: A Bibliography.
PUB DATE [74]
NOTE 42p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Authoritarianism; Bibliographies; Changing Attitudes; *Dogmatism; Education; Educational Administration; *Educational Research; Learning; Opinions; Problem Solving; Students; Teachers

ABSTRACT

Presented are 612 references related to dogmatism and/or authoritarianism as variables in educational research which were located through a search of EDUCATION INDEX (1950-1974), CURRENT INDEX TO JOURNALS IN EDUCATION (1969-74), RESOURCES IN EDUCATION (1968-1973), DISSERTATION ABSTRACTS INTERNATIONAL (1950-1974), CHILD DEVELOPMENT ABSTRACTS AND BIBLIOGRAPHY (1950-1973), COLLEGE STUDENT PERSONNEL ABSTRACTS (1966-1974), SOCIAL SCIENCE AND HUMANITIES INDEX (1950-1974), PSYCHOLOGICAL ABSTRACTS (1950-1974), SOCIOLOGICAL ABSTRACTS (1953-1974), and other reference works. Doctoral dissertations are identified by author, title, type of degree, university, date, location of abstract in DISSERTATION ABSTRACTS INTERNATIONAL, and University Microfilm number. All references are arranged alphabetically by author in the following six categories: students, teachers, educational administrators, educational techniques and environments, learning (including perception, problem-solving, and attitude change), and miscellaneous. (Author/MM)

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ED127288

Dogmatism, Authoritarianism, and Education: A Bibliography

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Presented are 612 references related to dogmatism and/or authoritarianism as variables in educational research which were located through a search of Education Index (1950-1974), Current Index to Journals in Education (1969-1974), Resources in Education (1968-1973), Dissertation Abstracts International (1950-1974), Child Development Abstracts and Bibliography (1950-1973), College Student Personnel Abstracts (1966-1974), Social Science and Humanities Index (1950-1974), Psychological Abstracts (1950-1974), Sociological Abstracts (1953-1974), and other reference works. Doctoral dissertations are identified by author, title, degree (Ph.D., Ed.D., etc.), university, date, location of abstract in Dissertation Abstracts International, and University Microfilm number.

All references are arranged alphabetically by author in the following six categories: Students, Teachers, Educational Administrators, Educational Techniques and Environments, Learning (including Perception, Problem-Solving, and Attitude Change), and Miscellaneous. It should be noted that categorization is in some cases arbitrary and, because each reference is presented only once, readers might wish to examine related categories.

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